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Higher Education
In Early Illinois

Political Science

A. B.

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HIGHER EDUCATION IN EARLY ILLINOIS.

By

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Thesis for the Degree of Bachelor of Arts in

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in the

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THIS IS TO CERTIFY THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

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OF Bachelor of Arts in Political Science

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I Beginnings of Higher Education in Early Illinois.

Introductory Statement.

In the history of Illinois, there have been three distinct epochs of college building. The first was the decade from 1830 to 1840, the second the two decades from 1850 to 1870, and the third extended from 1890 to 1900. Of thirty-four institutions of higher learning, including State Normal Schools that have done real college work, that with one exception are in existence today, four were founded in the first period, twenty-one in the second and six in the third. This leaves three that were founded at other times.

The purpose of this thesis is to deal with the development of institutions of higher education in the period up to 1850.

National Aid to Higher Education.

National aid to higher education in Illinois took the form of grants of land. By the act of March 26, 1804, the Secretary of the Treasury was directed to locate in each of the three land districts then existing, a township of land to be set aside for the purpose of establishing a "seminary of learning". By this act, Indiana, Michigan and Illinois each received a township of land for the purpose indicated. The township selected in Illinois was township 5 north, range 1 west of the third principal meridian. It lay in the southwest corner of what is now Fayette County. This township from this time was known as the

Seminary Lands,

In the enabling act of 1818 a second township was granted the state for seminary purposes. The securing of this grant was due to the far-seeing efforts of Judge Nathaniel Pope, territorial delegate in Congress. In 1823,^{II} nothing having been done towards locating this second township granted, the State Legislature petitioned President Monroe to select a township. In reply he asked Governor Coles to appoint commissioners for the purpose of selecting the land. This was done, and instead of selecting one entire township in one place, they selected detached sections lying in different townships. In this way the danger of getting nothing but poor land was avoided.

The reason for their prudence in this respect was that the first township, that granted by the act of 1804 was practically worthless. It was said to be covered with lakes and swamps and what was not covered in this way was sterile. Accordingly, in 1829,^{III} the Legislature petitioned Congress to allow the selection of another township in place of the one in Fayette County. By the act of March 2, 1831,^I Congress granted the petition and allowed the selection of another township, but not in tracts of less than a quarter of a section. In this way good lands were secured. At this time the State was in possession of two whole townships of good land, the sale of which was expected ultimately to provide for the establishment of a seminary of learning. That this result was not obtained is owing to the neglect, fraud

^I Cong. Debates Vol. vii append. p 50

^{II} Pillsbury, Ill. School Rep't 1881-2 p cxxxll

^{III} " " " " cxxxlll

and criminal short-sightedness of the men who had it in charge.

On the twelfth of January, 1829, the Legislature passed an act providing for the sale of the seminary lands, which had been selected up to that time. The act provided that they were to be sold at Vandalia to the highest bidder, no land to be sold for less than a dollar and a quarter per acre. If they could not be sold at public sale, they were to be offered for private sale. By this means it was expected to secure a Seminary Fund. It was further provided that the Governor, the Auditor, the Attorney General, and the Secretary of the State should constitute a board of Commissioners to have charge of the fund.

Later in this session it became clear that the land was to be sold, not to furnish a fund for the building of a seminary, but to lessen the current state taxes. It was nothing more or less than a nefarious scheme of the politicians in power to secure the good will of the people, by lightening the burden of taxation. In another act of the same session the Governor was empowered to borrow for the state, the Seminary fund, interest to be paid at the rate of six per cent and added to the principal. Of course the principal was used by the State. By 1835, all but four and one half sections were sold for \$55000. The average price received was \$1.28 per acre.

I

Pub. & Ex. Laws 1861 p 9.

III

Pillsbury, Ill. School

ii

Pillsbury, ILL. School Rep't 1881-Rep't 1881-2 p cxxxiii

1882 p. c xxviii.

I

In 1861, Feb 22, the remaining four and one half sections were given to the Illinois Agricultural College at Irvington, Washington County. By this institution the lands were sold for \$58000, and the money squandered. The school did not fulfil expectations and the gift was a clear loss to the state. Enough has been said to show that the cause of Higher education in early Illinois received absolutely no help from the Seminary Lands.

Another fund, the "College Fund", was created by the Federal government.

I

"The College Fund".

In the enabling acts, allowing the organization of states between 1800 and 1818, it was generally provided that five per cent of the net proceeds of the lands lying in any state and sold by Congress after admission should go to the state for the purpose of building roads. When the enabling act of 1818 was passed, Judge Pope persuaded Congress to include the following article in it, ^{II} "Five per cent of of the net proceeds of the lands lying within such state, and which shall be sold by Congress, on and after the first day of January, 1819, after deducting all expenses incident to the same, shall be reserved for the purposes following, namely: two-fifths to be disbursed under the direction of Congress in making roads

I

Pub.&Ex.Laws 1861 p 9.

I

Ohio,Louisiana,Mississippi,
Indiana.

II

Sect.6 prop.3

leading to the State; the residue to be appropriated by the legislature of the State for the encouragement of learning, of which one-sixth part shall be bestowed on a college or university.^I In this act then may be seen the foundation of the College Fund.

III This one-sixth of the three percent amounted to \$118,790.89. The principal of this fund was taken by the State in the same manner as it took the Seminary Fund; but the State agreed to pay six percent on the fund, and to add the interest to the principal.

In 1839² the Legislature directed the Auditor to pay the newly-founded, "Institution for the Deaf and Dumb", a sum not to exceed one fourth of one percent of the annual interest on the school, college and seminary funds.

I By act of the Legislature, February 18, 1857, the Illinois State Normal University was established. Section eight of the act reads as follows,- "The interest of the university and seminary funds, or such thereof as may be found necessary, shall be, and hereby is appropriated for the maintenance of said Normal University, and shall be paid on the order of the Board of Education from the treasury of the state; but in no case shall any part of the interest of said fund be applied to the purchase of sites or buildings for said University". Here we find the cause for this institution being

¹ Art 6.prop.3

² Laws,Ill.1839-40 p 163 sec.8

III Pillsbury Ill.School Rep't 1881-2 p cxxxvii

I Lwas 1857 p 300.

8.
called a university; it was to make the use of the University Fund legal. Here again we see that the establishment of the University or College Fund did not lead to the establishment of a college any more than the Seminary Fund led to the establishment of a seminary. But the College Fund was not wasted: it was only perverted from its originally intended use.

Sectional and Denominational Influences in
College Building.

The great and increasing tide of immigration that was flowing into the western states in the years from 1815 to 1835, was a matter of national interest. In this stream were to be found people of all stations in life; but they were all going to the West with practically the same purpose, the desire to secure comfort in living if not wealth. ^{II} One of the streams came from New England; its principal route of travel was around the Great Lakes and thence overland into Indiana or Illinois. ^I The other stream was from the South. It debouched upon the Ohio river at any one of ~~the~~ several points, floated down the Ohio, and entered Illinois from the south. All that inhabitants of Kentucky had to do was to cross the Ohio. Thus it happened that the northern part of Illinois was largely settled by New Englanders and the southern part by Southerners. The central portion was settled by the representatives of both classes.

The vanguard of this immigration was accompanied by the pioneer preacher. He was rough and untutored, but he was resourceful and earnest, and greatly impressed with the importance of his mission. But the number of itinerant preachers was comparatively small and the number of inhabitants was steadily

^I
Sparks' p.226

^{II}
Ibid ch.22

increasing. The problem of how to provide christian instruction for the masses of the people had to be solved. It was solved in two ways,- By the sending of missionaries from the East, and by the training of ministers among the people in the state. This later work was done by the colleges of Illinois and for that purpose were they founded.

It is interesting to note that ~~his~~ this feeling of the necessity for institutions in which ministers might be trained was in the minds of the people of Illinois as well as those of the East. Thus while Illinois College is in a large degree the result of the labors of eastern people, and Knox entirely so, Shurtleff and McKendree are practically the children of our own people. But they were all founded with the same primary purpose, the education of a christian ministry; after that general college instruction.

Inasmuch as Illinois and Knox are the results of the labors of eastern people, it is not surprising to find a large precentage of the people of their respective communities of New England extraction: on the other hand we may expect a practically entire absence of the New England element from the neighborhoods of Shurtleff and McKendree; and examination will show that this is the fact. This is significant as pointing to the influence of these colleges in distributing population in the state.

Whatever may be said of denominational influence in education, it cannot be denied that the christian denominations performed a work of surpassing importance in undertaking the work in the early days of this state. At a time when the

people generally did not want such institutions and when there was not the slightest possibility of the State's assuming the task of higher education, these denominations voluntarily entered the field and performed a work whose importance it is hard to over-estimate. Illinois College was Presbyterian in its affiliations. Shurtleff Baptist, McKendree Methodist, and Knox Presbyterian. But while these different colleges were supported to some extent by their various denominations, there was none of them but what was liberal in beliefs in practices; all received students of any denomination and all students were treated alike. In none of them were there attempts to teach sectarianism.

That other denominations than those mentioned were interested in the work is shown by the fact that the Scotch Covenanters of Randolph County secured a charter for Union College in 1833. In 1835 the Christian Church of Southern Illinois secured a charter for Jonesboro College; and a few years later Bishop Chase, representing the Episcopal Church, founded Jubilee College.

Charter Legislation in Illinois.

The first college charter in the history of Illinois was granted in 1826 to a proposed "Franklin College", to be located in Edwards County. It never was organized. The college was expected to "teach and instruct --- as well in agriculture, manufactures and trades as in general science".^I

In the session of 1832-33, a bill was introduced providing for the incorporation of an institution to be known as Illinois University. Springfield was to be the site of the institution, and it was to receive as an endowment the college and seminary funds. One reason for the failure of this bill to pass can be seen in the fact that the friends of the three struggling denominational schools would oppose the establishment of a strongly endowed State institution. Doubtless, too, another reason may be found in the fear that the State at this time had used the Seminary and College funds for other purposes.¹

The next attempts to secure a charter were made during the sessions of 1832-33.² On February 22 of 1833, a bill incorporating the "Union College of Illinois" was passed, and on March 1,³ the "Alton College of Illinois" was granted a charter. The "Union College" was to be founded by the Scotch Covenanters of Randolph County: the "Alton College" was in the interest

^I Early Ed. in Ill. Ill School Rep't 1883-4 p cx.

¹ Pillsbury Ill School Rep't 1885-86 p cx11

² Laws of Ill. 1833 p37

³ Laws of Ill 1833 p 100

of the Baptists. "Union College" was never organized and "Alton College" did not accept its charter. The reason for this refusal to accept the charter is found in section seven: "The college shall be open to all persons of good morals, neither shall any particular religious faith be required of those who become trustees or students of the institution: Provided always: That no theological department shall hereafter be attached to or connected with said college, and if any such department shall hereafter be attached to or in any manner whatever connected with said institution, this act shall from thence henceforward cease and be of no effect". As the college was founded with the direct purpose of educating young men for the ministry, it could not consistently accept the charter. Another grave objection to this charter lay in section six. Here ~~it~~ was provided that the college could not hold for a longer term than three years more than one section of land. As land was the most abundant form of wealth in those days, and many people who could give nothing else to help the college, could give land, this was a severe restriction.

The explanation for the presence of these two articles in this charter, as well as in those granted in 1835, is to be found in the peculiar conditions in the State at that time. In the first place, a large part of the population, being southern in sympathy, were opposed on the principle to "Yankees" and "Yankee" institutions, and without doubt colleges were peculiarly "Yankee" institutions. Local politicians took advantage of this prejudice to further their own personal ends.

Thus they told the people that these attempts to secure charters were not honest efforts to found real colleges, but were something far worse. ^I What was really wanted, they said, was the incorporation of these colleges as a step towards the acquiring of large tracts of land by eastern capitalists. These tracts were to be peopled by a dependent tenantry from the East, who would vote as their land-lords told them to. Thus "Yankee" influence and power would be fastened on every part of the state. In order to avert such a disaster the later part of section six was inserted:-- ¹ "and the said board of trustees shall in no case lease or rent out any lands so held in trust as last aforesaid." Thus is explained the restriction upon the power of land-holding. ² Another influence that was, to some extent, opposed to the granting of the charters was that of the pioneer preachers. Most of these men were not college bred, and were comparatively illiterate. They now felt the danger of being displaced by the more highly educated and refined young preachers, who were to come from the colleges. As these pioneers felt that they had helped to conquer this wilderness, and had endured hardships and privations, so that the Word of God might be preserved in the minds and hearts of the settlers, they did not feel reconciled to having the fruits of their labors gathered by the young men from the colleges. True it is that some of these pioneer preachers were ardent in

^I Ill.College Ms p 22.

² Ford'd Illinois p 93

¹ section 6.

the cause of college building: Peter Cartright made the original motion in the Illinois Conference for the founding of McKendree College: ^I Dr. Peck had much to do with the founding of Shurtleff, and doubtless there were others who helped in the cause. Yet the very fact that not one of these colleges received any substantial aid from the local ministry until after the fifties, ~~seems~~ seems to show that the ministry were not greatly impressed with the necessity of maintaining them. But the weight of this charge should not rest on the ministry alone. The people at large felt that distrust of the college-bred preachers that may still be found in some localities. There was a feeling that the college-bred preacher was likely to try to introduce new and independent notions in regard to sacred things; that he would not be content with preaching the "old time religion", and that there was serious danger of the people being led into a maze of doubtful speculation rather than their feet would be kept in the "straight and narrow path". All these influences combined led to the restriction on the trustees so far as theological instruction was concerned.

II

Other provisions of the charter were that the board of trustees should consist of fifteen members, one-third to be chosen annually; ^{III} the college was to be open to all persons of good morals; ^{IV} and it was made the duty of the Attorney

I

Dr. Peck was not a typical pioneer preacher.

II

Sect.2

III

Sect.7

IV

Sect 8.

General to file information in the nature of a "quo warranto" for the purpose of annulling the act, if at any time the corporation was found to be acting contrary to the provisions of this act.

What has been said of the charter granted to Union College in 1833, holds just as well for those granted to Shurtleff in 1833, and to Illinois, McKendree, Shurtleff and Jonesboro in 1835.

That the idea of a state university was still in the minds of some of the people is shown by the fact that in his meaasge of December, ^{III} 1834, Governor Duncan urged the estab-
^Ilishment of a state university. But the idea of such an institution was not a grateful one, even to the people who were greatly interested in the educational movement. There was a feeling that the interests of the State would be better served by using the interest on the College and Seminary funds for the establishment of small seminaries throughout the state than by using it for the establishment of a state university. Accordingly the "Illinois Educational Convention" which met at Vandalia in December of 1834, in a memorial to the Legislature, expressed itself as follows,- ² "We are impressed with the solemn conviction that the original design of the college and seminary donations, as well as the future demands of the state, will be better consulted by the foundation of several seminaries located in different sections, than by the erection of one mammoth college whose destinies would be uninfluenced by the

I

Pillsbury Ill. School Rep't 1885-6.

III

Senate Journal 1835 p 24.

2Ibid p cxxlll

political complexion of the times". The action of the convention resulted in the "Gatewood Bill" of 1835, in which a plan for county seminaries was elaborated, but as the execution of the plan would have involved additional taxes, the bill failed to pass.

The friends of Shurtleff, Illinois, and McKendree learned wisdom by their failures to secure satisfactory charters in 1833-4. During the session of 1834-5, instead of each trying to reach its desired object separately, they combined their forces and were successful in securing the passage of the "Omnibus" bill of February 19, 1835. By this act the "Alton College of Illinois", Illinois College, the "McKendreean College, and Jonesboro College were incorporated. The act contained the same limitations on the powers of the trustees as were noted in the case of the Union College charter. The bill was drawn up by Judge Jesse H. Thomas, who followed as a model the bill prepared by Judge Lockwood for Illinois College.

Although the charters contained the two objectionable features referred to above, it was thought well to accept them, as the best that could be gotten at that time, with the hope that they might be improved by later amendments. Nor was this hope dissatisfied. By 1841 public sentiment had made such progress that the Legislature on February 26 passed an act repealing the twelfth section and the proviso to the seventh

I
Pillsbury's Ill. School Rep't pcxxv 1885-6

II
Laws Ill. 1835 p 177.

III
Laws Ill. 1841 p 65

section of the act of 1835. Section twelve was the section in which the restriction on the land holding power is expressed, and the proviso referred to relates to the establishment of theological departments. From this time then, (1841) the colleges were free to realize the purposes for which they were established.

As Knox college was not incorporated until February 15, 1837, it did not participate in the benefit of this act. By its charter it had been, like its sister institutions, limited to three years in its land-holding powers. By the act of January 18, 1840, this time was extended to ten years, and on February 1, 1851 to twelve years.

Of seventeen institutions incorporated under the name of "College or University" between 1835 and 1852, Rush Medical College and Knox are the only ones that seemed to be on a permanent basis. Three others seem to have been incompletely organized, and to have done some work, but they soon suspended operations for lack of support. These three colleges were Jubilee, McDonough and the Illinois State University. (See appendix for list) The very fact that so many of them were never organized, and of the few organized, so many died in infancy, shown that the founders misjudged the needs of the community, and its capacity to support these institutions.

One of the most interesting developments of this time was

II

Private Laws of Ill .1851 p 38

I

Laws Ill.1840 p 23

III See appendix I

the "manual labor" college. It was thought that by having a farm and work-shops attached to the college, the students could produce enough grain and vegetables, or do enough harness making, and allied kinds of work to pay their own college expenses, and even to have a surplus left for the benefit of the college. This idea had been worked out at Oneida, New York by the Reverend George W. Gale in his Oneida Institute and it was successfully applied there. Accordingly it was thought that it would succeed in Illinois as well as in New York, and people began founding "manual labor" colleges with reckless disregard of existing circumstances. Thus we find that among others, charters were granted to the "Fayette County Manual Labor Seminary", 1837, Knox Manual Labor College 1837, "Franklin Manual Labor College" 1837, and "Chatam Manual Labor School". In none of these cases was the idea successfully applied. The experience of Illinois College, one of the first to try it, is typical of that of all. The securing of the land, the erection of the buildings, the buying of tools all put the college to a heavy expense; and when the students were given the opportunity to go to work, they replied that they had come to study. Some few, however, undertook the work. To their chagrin and that of the projectors of the plan, it was found that there was practically no market for their produce. The region was sparsely settled, and roads were bad. It was seen that the plan would not work under the conditions then obtaining in Illinois, and the attempt was abandoned.

In the year 1840, to a limited extent the Legislature adopted the policy of subsidising private institutions. By the act of February 3, of that year the Charleston Seminary was incorporated. By section six of this act, "The school commissioner of Coles County is directed to pay to the order of the President and trustees of the Seminary, two hundred dollars per year, out of the distributive state fund share of Coles County". By section seven the above provision of this act was extended to Jonesboro College, providing a majority of the voters of the town favored it. For some reason the plan does not seem to have worked well, for in the very next year that part of the act relating to Charleston Seminary was repealed.² However it is likely that such action would bring practically unlimited demands on the state treasury from the other seminaries. This seems the most reasonable explanation for the hasty action of the Legislature in repealing the section in question.

The privileges of land-holding, seem to have been distributed somewhat unevenly.^{II} Thus on January 8, 1840 the Legislature passed an act incorporating Shiloh College. Section two contains this very liberal provision. "Trustees --- may purchase and hold for the use of the college any quantity of land not exceeding eighty acres". Just ten days later was incorporated

I
Laws Ill. 1840 p 131

2

" " 1841 p 63

II
Laws Ill. 1840 p 37

I

Rock Spring University with the provision that it might permanently hold as much as six hundred and forty acres, and that if it received donations, or grants of land above the amount before mentioned, it might hold them for nine years.

No restriction on the establishment of departments of theology are to be found in charters granted after those of 1835. However, sections providing that no profession of any particular faith should be required of students, are to be found in all the charters down to that incorporating the
II
Illinois State University in 1852. In this charter the requirement is omitted. The first recognition of any christian denomination by name in one of these charters is found in the
III
one granted to Judson College in 1851. Section seven says that "the benefit and privileges of said institution shall alike be open to all religious denominations, yet it shall be under the control of the Baptist denomination".

A unique provision is found in the charter granted to
IV
Jubilee College, January 28, 1845. In section three we find that "the said institution shall not hold property at any time exceeding one hundred and fifty thousand dollars". This is the only limitation as to the amount of property in any of the charters.

The only remaining act of importance relating to education
V
during this period was, "An Act for the incorporation of in-

I	II
Laws Ill. 1840 p 17 sec. 10	Laws Ill 1852 p 49
III	IV
Laws Private 1851 p 301 sec. 7	Laws 1845 p 207
V	
Laws 1849 p 86	

stitutions of learning, approved January 26, 1849. The purpose of this act was to make it unnecessary for the incorporators of a college to secure a special act of the Legislature granting them charters. By its terms any five or more persons could incorporate a college by filing a certificate containing the necessary information with the county recorder, and the secretary of the state. By doing this they were to become vested with full corporate powers in every respect. In spite of this general act, the Legislature continued to issue special charters for many years. In fact all of the institutions of collegiate grade have received charters by special acts of the Legislature.

A View of Higher Education in Illinois
in 1837.

In 1837, at Philadelphia, was published a little book entitled, "A Gazeteer of Illinois", written by the Reverend J.M.Peck. Mr. Peck was one of the most prominent men of his time in Illinois, largely on account of his connection with religious and educational movements. This ^Igazeteer was intended to furnish " a general view of the state, a general view of each county"; etc. In the first chapter in his general view of the state, he takes up the subject of education and deals first with the public school system; then he gives us a view of Illinois College. After describing the location and material equipment, he takes up the organization of the school: "The year is divided into two terms, of twenty weeks each. The first term commences eight weeks after the third Wednesday in September. The second term commences on the Wednesday previous to the 5th of May: leaving eight weeks vacation in the fall and four in the spring". Surely this is a unique arrangement of the college year,- a continuous session thru the summer and eight weeks of vacation in October and November.

Mr.Peck goes on to say that there are forty-two students in the college classes, and twenty-two in the preparatory department. "Of this number,several are beneficiaries, who are aided by education societies, with a view of the gospel ministry". Then he quietly adds, "A considerable number more

are pious". The faculty consisted of Rev. Edward Beecher, A.M. President; Rev. J.M. Sturtevant, A.M.; Truman M. Post, A.M.; Jonathan Baldwin Turner, A.M.; Reuben Gaylord, A.B.

Of Shurtleff College, Dr. Peck does not tell us so much. He says that it originated in "the establishment of a Seminary at Rock Spring, in 1827, which was subsequently removed".

II He says that regular college classes are not yet organized, but that the preparatory department has about sixty students. Rev. Washington Leverett, A.M. and Rev. Zenas B. Newman, A.M. compose the faculty.

Dr. Peck's description of McKendree is very brief. He says it has "a commodious framed building, and about fifty students in the preparatory department, under the charge of two competent instructors".

He also mentions McDonough College and Canton College. The former he says is identified with the interests of the "old school", Presbyterians, and it has just commenced operations. Of the later he says "it is a respectable acedemical institution and has 70 or 80 students.

An interesting comparison can be made by placing the corresponding statistics of 1857 beside those of 1837. The

II

He makes no mention of the fact that he was its founder.

figures for 1837 are Mr. Peck's figures; those for 1857 are taken from the Second Illinois School Report for 1857-58.

	Professors		College Students		Preparatory Students.	
	1837	1857	1837	1857	1837	1857
Illinois	5	5	42	78	22	41
Shurtleff	2	6	0	100	60	30
McKendree	2	7	0	80	50	103
Knox	<u>0</u>	<u>7</u>	<u>0</u>	<u>55</u>	<u>0</u>	<u>340</u>
	9	25	42	313	132	514

Which is the Oldest College?

The question of which is the oldest college in the State has caused some discussion; some say McKendree, others Illinois and still others that Shurtleff is entitled to the honor of being so considered.

None of these institutions began its career as a full fledged college. In the case of every one of them there was a preparatory period in which they did the work of academies or preparatory schools. Thus Shurtleff college was preceded by Alton College and that by the Rock Springs Seminary of Dr. Peck and in the same way McKendree College was preceded by Lebanon Seminary. It is plain, then, that if we accept the fact that these colleges were founded at the time these preparatory schools began operations, we will reach one conclusion, but if the beginning of actual college work is the decisive event, we may decide differently.

As to the second of these questions it is clear that Illinois College must have the credit of giving the first instruction of college grade in this state. ^I Such instruction began there in the fall of 1830. Real college work did ^{II} not begin at McKendree until the fall of 1837. In the case of Shurtleff, it seems very hard to fix an exact date for the

I

See Tanner Ms p 21

II

McKendree College Ms p.

beginning of college work, but it certainly was not before 1837.

If one takes the view that Shurtleff was founded when the Rock Spring High School began operations, he then can say that Shurtleff is the oldest of the colleges, for the Rock Spring High School was founded by Mr. Peck in 1827. But there is no good reason for asserting any such relation. The ^{II}Rock Spring Seminary was disbanded for some time before the "Alton College" started: It is true that the Alton College bought the furniture that Mr. Peck had used in his school, and that Mr. Peck was made a member of the Board of Trustees of Alton College, but that is the extent of the relationship existing, and one can not believe it is strong enough to prove the contention. It is the same with Lebanon Seminary and McKendree College. ^IThe seminary began operations in 1828, but it offered only a preparatory course until 1837. However, here the connection seems to have been more direct and continuous than it was in the case of the Rock Spring Seminary and Shurtleff.

The date of chartering has no bearing in the question, as many colleges were chartered and never organized, and others again were chartered and organized after the lapse of some time. Taking everything into consideration, one may rightly say that Illinois College is the oldest college in the state.

^I
McKendree College Ms p.

^{II}
Shurtleff College Ms p 4.

Defunct Colleges.

As has been said above, of sixteen colleges incorporated between 1835 and 1852, only two lived, Knox and Rush Medical. Most of the proposed institutions were never organized. In a few cases however, something was done. I will speak of only two of these cases.

I
McDonough College was incorporated in 1836. Dr. Peck says it was founded in the interests of the "old school" Presbyterians, and was just beginning operations in 1837.

II
But it received little support and was conducted as an academy until 1848, when it received a new charter, and an attempt was made to put it on its feet as a college. In 1851 the Reverend William F. Ferguson, D.D. of Philadelphia was induced to accept the Presidency. During the year of 1851-2, there were one hundred and thirty-three students enrolled, but from that time it languished, and was permanently closed in 1851 from lack of support.

Jubilee College was founded by Bishop Chase of the Episcopal Church. He moved to Illinois in 1838 and settled at Robin's Nest, Peoria County, where he proposed to erect the college. III
By soliciting he secured almost forty thousand

I
Gazeteer p 68.

II
History of McDonough Co. p 414

III
Brown's Illinois p 465 note 1.

dollars in money, and about four thousand acres of land. As the Bishop did not wish the religious character of the school to be hampered in any way, he did not apply for a charter, but executed a deed of trust to the college, conveying the subscribed lands and funds for the sole use of the college forever. A chapel, school house, and college hall were erected, and some instruction given. In 1845 a charter was asked for and received from the state.

I
Laws Ill. 1845 p 207

ILLINOIS COLLEGE.

I

In the year 1826, the Reverend John M. Ellis was sent by the American Home Missionary Society, as a missionary to the infant settlements of Illinois. Mr. Ellis was a native of New Hampshire, having been born at Keene, in 1793. At the same time he was so busy getting Illinois College started, Mrs. Ellis was opening a girl's boarding school that developed into the Jacksonville Female Seminary. In 1833 Mr. Ellis went to Indiana and was instrumental in starting Wabash College at Crawfordsville. Later he returned to New Hampshire where he remained until 1844 when he entered the service of the Society for Promoting Collegiate & Theological Education in the West. He died in 1855.

Mr. Ellis found only three Presbyterian ministers in the State: the Reverend John Birch, connected with the Presbytery of Missouri, was living on a farm near Jacksonville; the Reverend Stephen Bliss, connected with the Presbytery of Indiana was living in Wabash County; and the Reverend B.F. Spilman connected with the Presbytery of Kentucky was living in Gallatin County. Mr. Ellis was deeply impressed with the need of a large preaching force in the State, and this conviction ultimately resulted in the founding of Illinois College.

While engaged in his work at Kaskaskia the idea of founding a seminary devoted to the purpose of ministerial education

I

The principal source of information is the Tanner Ms.

and of a distinctively christian character took possession of him. In mentioning the subject to his acquaintances he received so much encouragement that he determined to attempt the founding of such an institution. Prominent among those who cordially listened to his plans at this time were Thomas Mather, John Lilson, and Joseph Duncan, all well known in the subsequent history of the state, and at the time of their respective deaths, trustees of the college.

The first attempt at organization was in Bond County. In the summer of 1827 Mr. Ellis visited a settlement on Shoal Creek in that county in company with Solomon Giddings. The object of their visit was purely religious, but Mr. Ellis brought forward his plan for a seminary. A good many Presbyterians lived along Shoal Creek, comprising the congregations of Bethel, Shoal Creek and Greenville. The plan was heartily received. Mr. Ellis drew up a plan of the proposed institution and furnished a copy to the people of Shoal Creek. A subscription paper was immediately drawn up, and circulated with the purpose of securing the location of the projected institution in the settlement. Some subscriptions were secured, but not enough to warrant further steps until outside help was secured. Feeling themselves unequal to the task they had undertaken, the people of Shoal Creek, through Mr. Ellis decided to enlist the help of the Presbyterian church.

Accordingly, in the following autumn, (1827) the project was laid before the Presbytery of Missouri, with which the Presbyterian churches of Illinois were then connected.

To the appeal for help, the Presbetery responded by appointing a committee to consider the subject and to report at its next meeting. The committee consisted of John M. Ellis, Solomon Giddings and Hiram Chamberlain, all ministers, and Thomas Lippincott an elder of the church at Edwardsville. They were directed to confer with the congregations on Shoal Creek, "with a view of an arrangement which it was hoped would be advantageous both to learning and religion". But before entering into any definite engagements at Shoal Creek, the committee were advised, previous to fixing a location to make a tour through the counties of Sangamon, Morgan and Greene, with the purpose of finding the most favorable location for the proposed school. Accordingly during the month of January, 1828, Mr. Ellis and Mr. Lippincott undertook such a tour. They visited Carrollton, Apple Creek, Prairie, Jacksonville and Springfield. After comparing the advantages offered by the different localities the committee decided that the institution ought to be located at Jacksonville, on the spot now occupied by the college. The committee went so far as to make definite arrangements for securing the necessary land, and in so doing exceeded the power conferred by its instructions. It seems that the committee failed to make any arrangements with the people of Shoal Creek, and consequently nothing more was heard of the proposed seminary in that community.

In the following spring, (1828) the committee reported its action to the Missouri Presbytery. What was their consternation when the Presbytery refused to endorse their action! Probably

local prejudice had something to do with this decision; the institution may have been located on the wrong side of the Mississippi, and more than that, the committee had no power to enter into a contract for a site of the college.

Nevertheless, Mr. Ellis did not lose hope. In his report to the American Home Missionary Society covering the work of the year, he made a statement concerning the projected seminary and appealed to the christian public for aid. This report was printed in the December number of the Home Missionary, the publication of the society, and in this way came to the notice of the "Society of Inquiry" at Yale.

At this time the attention of candidates for the ministry in the theological seminaries of the East was largely directed to the new states of Indiana, Illinois and Missouri. The settlement of these states was going forward so rapidly that a great problem was presented in keeping christian institutions abreast of the tide of immigration. The urgency of home missionary work was felt as never before. This interest in the home missionary work gave rise to such organizations as the "Society of Inquiry" referred to above.

This society consisted of students in the Theological Department at Yale. They held monthly meetings for the purpose of securing and circulating among the students information in regard to the work in the home field. All were deeply imbued with the missionary spirit. At a meeting of this society, held November 25, 1828, an essay was read by Theron Baldwin, in which he exhorted his brethren with great earnestness to consecrate

their lives "to the great christian enterprise of universal evangelization". As Mason Grosvenor, another member of the society was returning home after the meeting, the thought occurred to him that he and his comrades must at once act as well as talk and pray. He decided that an association should be formed among them with the purpose of entering into the work in some portion of the West. His idea was that by being stationed in neighboring vicinities they could encourage and stimulate each other. On presenting his plan to his fellow students, the following young men agreed to form the "Yale Band" devoted to the home missionary work:- Mason Grosvenor, Theron Baldwin, John F. Brooks, Elisha Jenney, William Kirby, Asa Turner and Julian M. Sturtevant.

Just at this time Mr.. Ellis' appeal in the "Home Missionary" came to Mr. Grosvenor's attention. A correspondence ensued between Mr. Ellis and Mr. Grosvenor that resulted in convincing Mr. Grosvenor that this was a providential opportunity for the "Yale Band" to begin its work. Accordingly, early in 1829, these seven young men, solemnly pledged themselves to the educational work in Illinois.

Mr. Ellis' plan was then sent on for their consideration. After consulting with several experienced college men, they decided to recommend certain modifications in it. When their desires were formulated into recommendations, they were sent to Jacksonville in the form of conditions on which they would unite in building up a seminary of learning in that place. These conditions were immediately laid before the trustees and

subscribers and received their attention.

The fundamental conditions were expressed as follows:-

1. That there be a board of trustees, composed of fifteen members beside the president of the institution, who shall have the entire direction of the seminary, independent of any extraneous influence, except that they shall be sacredly pledged to appropriate all donations, which they may choose to receive, according to the expressed wish of the donors.

2. That the majority of the board of trustees, even after its organization, have power to fill all vacancies occurring in the same.

The purpose of these two conditions, as can clearly be seen, was to make it impossible for the institution to be subjected to political or denominational control.

Before leaving for the scene of their labors the "Yale Band" undertook to raise ten thousand dollars in subscriptions for the projected college. In raising this money they travelled over a good part of New England. In this way the attention of many people who expected to emigrate to the West, was directed to Jacksonville. As a result a considerable emigration of New England people to Morgan County and Jacksonville began and continued until that community had a large percentage of natives of New England among its inhabitants.

After the formation of the original "Yale Band" several new members were added to it, who on the completion of their college courses engaged in home missionary work in Illinois. Among these new members were William Carter and Albert Hale,

afterwards members of the board of trustees of Illinois College; Flavel Bascom, Romulus Barnes, and Lucien Farnham, the latter from the theological seminary at Andover.

As soon as Mr. Ellis and the trustees had reached an agreement with the "Yale Band", a beginning was made. The outline of a plan for the college was circulated through Bond, Sangamon, Morgan and other counties. Subscriptions of the following articles were solicited,- cash, building materials, land, stock, wheat, bedding, books and furniture. The money subscriptions amounted to about three thousand dollars.

During the following autumn, Mr. Baldwin and Mr. Sturtevant emigrated to Illinois, charged with the duty of combining with contributors to the institution in constituting a Board of Trustees, according to the plan agreed upon and making arrangements to commence instruction. They found a building of brick in process of erection. A meeting of subscribers was called for December 18, 1829. At this meeting held in the new building, a board of trustees was organized. On motion of Judge James Hall of Vandalia, it was decided to name the new institution, "Illinois College".

The first board of trustees was composed of the following persons:- Samuel D. Lockwood, John P. Wilkinson, William C. Posey, Theorn Baldwin, John F. Brooks, Mason Grosvenor, Elisha Jenney, William Kirby, Julian M. Sturtevant and Asa Turner. The remaining places were to be filled at a future time.

Instruction began on the first Monday in January, 1830. Mr. Sturtevant was the teacher, and nine pupils presented

themselves for enrollment. The school room was in an unfinished condition; it lacked desks, and was not yet lathed nor plastered. Seats of the roughest kind were improvised. On examining the students Mr. Sturtevant found them all so deficient in knowledge of the common branches, that they were enrolled as preparatory students.

I
By reference to the catalogues of Illinois College and of Yale College, a general resemblance can be traced between the classical course of the former, and the academic course of the latter. In both are to be found courses in "Mental Philosophy", "Political Economy", "Evidences of Christianity", "Political and Social Science", "Logic", as well as the conventional linguistic studies. The scientific course at Illinois was a three years course as it was at Yale. In general, the emphasis at Illinois was placed upon the general classical course.

During this year, 1830 the Reverend Edward Beecher, D.D. was called to the Presidency of the college. He was a son of the famous Lyman Beecher and older brother of Henry Ward Beecher. Born in 1804, he graduated from Yale at the age of eighteen. After serving as a tutor for one year he was called to the pastorate of the Park Street Church in Boston. In 1831 he resigned this position to become president of Illinois College. His administration was very successful. He organized the college and during his presidency it graduated ten classes, averaging six members each.

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Yale College catalogue 1880-86. Ill. Coll Cat. 1869-70.

Dr. Beecher was an ardent opponent of the institution of slavery. His outspoken attacks upon it caused considerable opposition to the college among many of the settlers in central illinois, for many of them came from southern states, and were believers in the institution of slavery. Dr. Beecher was one of the founders of the Illinois Anti-Slavery Society, and when the Alton riots accured, he issued an address filled with the bitterest denunciations of the murderers of Elijah P. Lovejoy. Under the leadership of Dr. Beecher, Illinois College became the center of a powerful anti-slavery sentiment, as did Knox under the influence of Dr. Kellog and President Blanchard.

I

Governor Duncan, although he opposed the introduction of slavery into Illinois, was strongly opposed to the sentiments and practices of the abolitionists. Being a member of the board of trustees of Illinois College, he could not overlook the fact that the prevailing sentiment of the institution was strongly opposed to slavery. Under date of October 10th, 1838 he wrote a letter addressed to the president of the board of trustees of Illinois College, in which he tendered his resignation as a member of the board. His reason was, "a conviction of my mind that the president and most, if not all the professors of the institution are Abolitionists --- and from recent evidences, I have reason to believe have infused them extensively in the minds of the students". On being assured by Judge Lockwood that he was mistaken about abolition principles being taught in the college, he with-held the letter.

I

That there was opposition to the outspoken anti-slavery
Classic Jacksonville p313

sentiments of some of the faculty is shown by the fact that in 1837, Professor Turner resigned his position, it being thought that he was over-zealous in his hostility to slavery. But the agitation was not confined to the faculty. The students were becoming infected with the spirit of resistance to the execution of the Fugitive Slave Laws.

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February 23, 1843, a public meeting was held in Jacksonville to consider a case of "negro-stealing". Among the resolutions adopted at this meeting we find the following:-
"Resolved, That although young Willard, who stole the negro, and young W.C. Carter, assisted to conceal the negro, and Coleman who pursued them men who were returning her to her mistress, are all students of Illinois College, and as yet have not been dealt with by said College; yet it may be proper for this meeting to abstain from any action in the case, leaving the college to defend its own reputation". Evidently its reputation in this matter was not of the best. There is no record that the students were disciplined by the faculty.

During this period a scheme of manual labor for the students was introduced and abandoned. A farm was secured and a workshop erected, but the students did not care to do the work, and accordingly it (the plan) proved a failure. Another example of an ill-advised enterprise was the erection of a large dormitory building. It was generally supposed at that time that every college must have a dormitory building where the students might have their rooms, and part of the faculty reside. The

expense of erecting this building was a severe strain upon the financial strength of the institution. It never justified the expense incurred in erecting it, and it was burned to the ground in 1852.

During the first five years of the existence of the college several attempts to secure a charter for the institution were made but all failed. This was due to several causes. There was a strong feeling of aversion to "Yankees" and "Yankee" institutions among the more ignorant classes of the people. Politicians told the people that it was a scheme of eastern capitalists to get hold of large tracts of land, populate them with a fependent tenantry and then control the vote of the community through them. Some of these sagacious statesmen had even discovered that it was a plot to unite church and state. Shurtleff College at Alton and McKendree college at Lebanon at the same time were trying to make headway against this ignorant prejudice. At last in 1835, an "omnibus bill" incorporating Illinois, McKendree, Shurtless and Union Colleges passed the Legislature. In two respects this law was very objectionable; it forbade the trustees to establish a theological department, and it limited the quantity of land which the corporation could hold to a single section.

In 1835, the first class, consisting of two members was graduated. One of these, Richard Yates, was afterwards to hold positions of high honor in Illinois.

Of financial troubles Illinois College had its share. By 1835 it was deeply in debt. Accordingly, in that year it was decided to raise a subscription for endowing the institution.

During the years 1835 and 1836 about \$110,000 was secured in pledges. The subscribers were to pay interest on these pledges at six per centum, and the principal was to be paid at some future time agreed upon. The prospects of the college now seemed very bright, when suddenly came the financial panic of 1837. This panic was an exceedingly unfortunate thing for the college; the subscribers in large part failed; not only was the hope of securing the principal of the pledges swept away, but the interest was stopped as well. The effect of the panic was such that the income of the college was actually less than it was before, while in anticipation of an increased income a more expensive system had been undertaken. In this condition it struggled along until 1848, when by parting from all its lands, except the college site it was released from debt. Being practically without an income the institution must have closed its doors, except for the help it received for many years from the Society for Promoting Collegiate and Theological Education in the West, located in the city of New York. It is a notable fact that Knox College also received help from this society in the time of its distress.

Dr. Beecher retired from office in 1844. His motive in leaving the presidency was a desire to enjoy leisure and the large libraries of the East. He was engaged on a work at this time, which he published in 1854, under the title "Conflict of the Ages." The object of the book was to explain the origin of human depravity which he accounted for by supposing the perexistence of the soul. From 1846 to 1856 he was pastor of

the Salem Church in Boston. In 1856 he returned to Illinois and officiated as pastor of the First Congregational Church of Galesburg. Again in 1871 he returned to the East. He settled at Brooklyn, New York where he died July 28, 1895.

Dr. Beecher was succeeded in the presidency by Professor Sturtevant. As we have seen Dr. Sturtevant was the first teacher in the college, and from 1831 to 1844, held the chair of mathematics and astronomy. He had followed the Student's life from the start. Born in Connecticut in 1805, he entered Yale in 1822. He graduated with honor in 1826 and immediately entered upon his theological studies. In 1828, while in the Seminary, he with six comrades organized the "Yale Band", referred to above. For a period of fifty-six years he was officially connected with Illinois College. He held the presidency from 1844 to 1876. During his term as president thirty-one classes were graduated. In 1863 his work was interrupted by a trip to Europe to deliver speeches in favor of the Union. He was associated with Henry Ward Beecher in his work. It is said that the addresses they delivered had much to do with turning the tide of public sentiment in England in favor of the Union.

During the administration of President Sturtevant, as related above, the college was reduced to severe financial straits. In 1850 however, he heroically took up the work of securing an adequate endowment. He met with considerable success so that by 1870 the institution was clear of debt and had a productive endowment of about \$35000.

President Sturtevant was a firm and Constant opponent of slavery as was Dr. Beecher. Under his administration the college lived up to its anti-slavery reputation in the fullest degree.

In 1876 he resigned the office of president, but for nearly ten years longer continued to teach as professor of mental and moral philosophy. He died in February, 1886.

Two other important steps in the history of the college should be recorded under President Sturtenavt's administration: first - the requirements for admission were advanced so as to correspond with those of Amherst, Williams, or Princeton: second - all pretensions to being a University were abandoned. From this time it (the college) was content with being a college in fact as well as in name.

For many years Illinois college was unalterably opposed to co-education. It enjoyed the unique distinction of not only being the oldest college in the state, but also the only non-co-educational college. However this policy has lately been abandoned. On January 1, 1903, the Jacksonville Female Academy, a Presbyterian school founded in 1830, and the Illinois Conservatory of Music, founded in 1871, were merged with the Illinois College, and the college thus became co-educational.

Of the original "Yale Band", Mason Grosvenor was the only one who did not emigrate within a year or two to Illinois. He was prevented from doing this by poor health for some years, but entered its services as Professor of Moral Philosophy about 1837. All seven were members of the original board of

trustees, but not all of them were directly engaged in the work at Illinois College. As it was only an infant institution there was no need for their services as instructors. Only one of them ever taught within its walls, President Sturtevant. The others devoted their lives to Missionary efforts, and the cause of education in the central part of the state.

SHURTLEFF COLLEGE.

In the year 1818, the Reverend John Mason Peck, an itinerant Baptist preacher took up his headquarters in Saint Louis. After spending four years in the neighborhood of Saint Louis, he moved to Rock Springs, Illinois, a place in St. Clair County, about three miles from Lebanon. Here in 1827 he established the "Rock Spring Theological Seminary and High School". This school was probably the first institution in the state, of a higher grade than the ordinary graded district school. After remaining in operation four years it was closed. It is sometimes said that it was closed so as to allow its removal to Alton; on the other hand it is stated that the Alton Seminary, founded in 1832, was determined upon, as a result of the closing of Rock Springs School. It is not clear that any intimate relation existed between the two schools. Nevertheless, the statement is frequently met that Alton Seminary, afterwards Shurtleff College, was an outgrowth of Dr. Peck's school.

The Reverend John M. Peck.

The character and work of Dr. Peck require more than a passing notice. He was one of the most prominent men of the state from 1820 to 1840. As a pioneer preacher, he was the best known, and most influential of his class, in Illinois. He was a friend of education in any form, from the district school to the college. His part in the agitation for an adequate public school system is discussed in chapter I. In the great campaign of 1823-4, when the issue was the revision of the constitution, so as to permit slavery, Dr. Peck, next to Governor Coles had

more to do with organizing resistance to the proposed measure than any other man.

While living in Illinois, Dr. Peck published "Peck's Guide to Emigrants", and Peck's "Gazeteer of Illinois" . These books were circulated widely throughout the East, and doubtless induced many people to emigrate to this state. Lyman Beecher said of him that, "he had led more families into the West, as permanent settlers than any other ten individuals". Mr. Peck also founded and edited for a number of years the "Baptist Pioneer", a religious publication for family reading.

Mr. Peck was a man of affairs, a leader in all denominational enterprises, an active missionary and an effective politician. Born in Litchfield County, Connecticut in 1789, he united with the Baptist Church in 1811, and began preaching at the same time. As related before, he came to Illinois in 1818. From that time until his death in 1852, he was a leader of religious and educational thought in this state. At different times he acted as financial agent of the American Baptist Publication Society, as well as agent of the American Bible Society, and of the American Sunday School Union. As a fitting recognition of his great services to his fellow-men he received the degree of Doctor of Divinity in 1852, from Harvard University. Dr. Peck died in Saint Louis and was buried in Bellefontaine Cemetery.

In 1832 Reverend Jonathan Going, of Worcester, Massachus-

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1831 & 36

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Jacksonville 1834. Boston 1837.

etts was sent by eastern Baptists to Illinois to look over the field, and to report on the educational situation in the state. Accordingly he visited various sections of the state and finally reported that he thought it advisable to start a seminary for the education of ministers, and that Alton in all respects presented the most favorable location for such an institution. Returning again to Illinois, he organized on June 4, 1832, "The Board of Trustees of Alton Seminary". The Reverend Hubbel Loomis was chosen to act as principal of the seminary. He was a graduate of Union College, at Schenectady, New York, and had been preaching in Alton. He was given full power to organize, and manage the school. It was proposed to educate young men for the ministry, but this work was not actually begun for some time. The library, desks, and other movable equipment of the Rock Springs Seminary, now closed, were bought, and moved to the Alton Seminary. This seems to be about the extent to which the latter was the successor of the former school.

In 1833, the Legislature of Illinois granted a charter incorporating the board of trustees as a body politic to be known as the "Trustees of the Alton College of Illinois". The Union College of Illinois received a charter during this same session, but this college never was organized. The two charters have the same provisions, with the exception that the trustees of Alton College were forbidden to employ a professor of theology, while those of the Union College were not; but both were restrained from establishing a theological department.

The charter also contained the provision that "no particular religious faith should be required of those who became trustees of the institution". As the purpose of the trustees was to establish a Baptist College for the education of ministers, they did not organize under the charter.

In 1835 another attempt was made to secure a charter. This time four institutions were applying for charters. They combined their interests and influence, and in this way secured the passage of an "omnibus bill", incorporating all four of them on February 19. The institutions thus incorporated were Illinois College, Shurtleff, McKendree, and Jonesboro College. The last named institution never organized. The limitations regarding trustees were not inserted in this instrument, but the institution was still forbidden to establish a theological department or to own more than a section of land. This charter was accepted, and under it the college has continued to operate down to the present time. In 1836 Dr. Benjamin Shurtleff of Boston added ten thousand dollars to the endowment fund. In recognition of this gift, at the session of the Legislature in 1836, the charter was so amended as to make its corporate title "Shurtleff College". By a general act in 1841, the prohibition on the establishment of a theological department was repealed, and the institution was free to promote ministerial education, the purpose for which it was primarily established. Courses of lectures in theology had been given before this time, but a theological department was not established until 1862. Since that time it has been constantly
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Catalogue 1868.

maintained.

In 1836, Washington Leverett, a graduate of Brown University was called to the chair of Mathematics, and natural science. At the same time he was made the acting head of the institution, continuing in that capacity until 1841. Professor Leverett was a native of Brookline, Massachusetts, being born there in 1805. He graduated in 1832 from Brown University, in the same class with his twin-brother Warren. After teaching at Brown University, and at Washington, D.C. as related above, he was called to Shurtleff to become principal of the preparatory department. A little later he was elected to the professorship of Ancient Languages.

It is no exaggeration to say that what President Sturtevant did for Illinois College, and what Professor Merrill and Professor Sutherland did for McKendree, was done in a corresponding degree for Shurtleff by the brothers Leverett. Under their direction the college course was organized, and it became a college in fact as well as in name. The year 1840 is the time when actual college work began.

The resemblances in the courses offered at Brown University and Shurtleff are not striking. The requirements for admission are practically the same, six terms of Latin, four of Greek, some Algebra and Natural Philosophy, are found in the list of pre-requisites of both institutions. Both institutions confer the degrees, Bachelor of Arts, Bachelor of Philosophy and Master of Arts. They did not give the B.S. The premium or prize system was made prominent in both institutions, a feature which did not appear in Illinois College or McKendree.

Professor Washington Leverett continued to serve the college in different capacities for the long period of fifty-three years. Professor Warren Leverett continued to hold his professor ship until 1868 when he retired. The brothers Leverett may properly be considered the founders of the college course.

In 1841, the Reverend Adiel Sherwood, D.D. was elected to the presidency and held it until 1845. Nothing of any moment marked this period. After Dr. Sherwood's resignation, Professor Washington Leverett acted as president for five years. In 1850 the Reverend Norman M. Wood, D.D. was elected to the presidency; he continued to discharge the duties of the office for five years.

During the period from 1836 to 1856, two buildings were erected, the first being known as "Academic Hall", now serving as the Library building, and a dormitory building erected in 1839.

During this period women were not admitted to the college, but in 1867 they were placed in a position of equity with men, and admitted to all classes. ✓

McKENDREE COLLEGE.

The Illinois Conference of the Methodist Episcopal Church met at Mt. Carmel, Illinois in September 1827. At this time this conference embraced the states of Indiana and Illinois. During the session of this conference a resolution was introduced by the Reverend Peter Cartright, D.D., and was adopted by the conference. Mr. Cartright was a very prominent man in those days. His place among the Methodists corresponded to that of the Reverend John M. Peck among the Baptists. Although the only schooling he ever had was obtained in a few short years in the district school, he was an enthusiastic advocate of higher education. Not only was he a prominent preacher, but he also attained some success in politics, being elected to the State Legislature from Sangamon County in 1828, and again in 1832. The object of the resolution was to secure the endorsement of the conference for the plan of establishing a college within the boundaries of Illinois.

When the action of the conference became known throughout the state, only one community was stirred to action by it. The village of Lebanon, in St. Clair County then numbered about three hundred inhabitants. Within about three miles of the village, the Reverend John M. Peck was during that year founding the "Rock Springs Theological Seminary and High School". Mr. Peck was a Baptist minister and a man of great influence. Whether the Methodists were afraid Mr. Peck's school would

Note.

The principal source of information is the Villars Ms.

monopolize the work of higher education in the state, I do not know, but certain it is that the Methodists of Lebanon set to work to establish a college. A meeting of the citizens was called and a subscription paper was circulated. One hundred and five names were secured on this paper, and a sum of \$1,385 was pledged. When one remembers that this money was pledged by a community struggling with the hardships of a frontier life, it does not seem so small as it would in our day.

At the next meeting of the subscribers the grounds which they desired were selected, and their purchase was confided to a committee. Another committee was appointed to have in charge the erection of a suitable building. While waiting the completion of the building, the trustees secured the use of the Lebanon school house, and there on the twenty-fourth of November 1828, "Lebanon Seminary" was opened to the public.

Edward R. Ames was the first principal, and a Miss McMurphy was his assistant. Mr. Ames, who was a graduate of Ohio University was even then looking forward to the ministry as his life work. In 1830 he left the Lebanon Seminary, and was licensed to preach. He rose from the rank of an itinerant preacher on the frontier to that of Bishop, being ordained in 1852. During his work at Lebanon, he confined himself to the academic work.

During this year, (1832) Bishop McKendree of the Methodist church made known his intention of donating four hundred and eighty acres of land, lying in Moore's Prairie Saint Clair County, Illinois to found an institution of learning for the Illinois, and

Missouri conferences. It does not appear that the "Lebanon Seminary" up to this time had any official connection with the Methodist church; but when Bishop McKendree's intention became known to the trustees of the institution, they immediately set to work to secure the gift. They were successful in their efforts, and as a recognition of the munificence of the donor the name of the institution was changed to "McKendree College".

Although in name the institution was a college, in fact it was a preparatory school for several years. In 1833, the Reverend Peter Akers, D.D. was elected president of the college. Dr. Akers was at this time, and continued to be to the time of his death a figure of considerable prominence among the methodists of the state. He was born in Cumberland County, Virginia, in 1790. His parents moved to Kentucky when he was a boy, and he was admitted to the bar in 1817. Previous to his admission to the bar he had graduated from Transylvania College. After practicing law for four years he entered the Methodist ministry. He was very successful as an evangelist, it being in that capacity that he attracted the attention of Bishop McKendree. When McKendree College was founded, the Bishop was very desirous that Dr. Akers should take the presidency.

When Dr. Akers took charge the institution still had to be organized. Within a short time the college building was completed, and an agent was sent into the field to solicit subscriptions. This agent, the Reverend B.F. Kavanaugh, was authorized to sell perpetual scholarships for five hundred dollars each. He was also authorized to enter and purchase land for persons wishing to invest in real estate in the state

of Illinois, one half of the land thus entered or purchased to be held in the name of the donor, and the other half for the benefit of the college. At that time the National Road was in the process of construction. It was confidently expected that when it was completed through Illinois, the value of land would be doubled in a short time. By 1839 the board of trustees calculated that \$50,000 had been subscribed for the endowment, and they instructed the agent to collect the money, or secure the notes of the subscribers; but the veto of the National Road bill by General Jackson had destroyed all prospects of an immediate advance in the price of land, and the financial panic of 1837 had wrought great harm to the settlers in Illinois. As a result of these unfortunate events, the subscribers found themselves unable to pay either principal or interest. Of one hundred scholarships sold, only one was paid for in cash. Various compromises were made with the other subscribers. Of the fifty thousand dollars subscribed it is likely that hardly enough was collected by the college to pay the expense of the agent.

In 1835 Dr. Akers resigned his position as president for the purpose of founding a manual labor college near Jacksonville. Being unsuccessful in this venture he entered the ministry and for many years was a prominent figure in the Illinois Conference.

In the month of February, 1835, a charter was granted creating the corporation of the "Trustees of the MacKendreean College". As related in the history of Illinois College, there was much opposition to the incorporation of colleges in those

days, and it was only by pooling the interests of all four institutions, asking for them that the passage of an "omnibus bill" was finally secured. As it was the charter was far from an ideal instrument. It prohibited the trustees from organizing a theological department, and limited the amount of land that might be held by the college to one section. These restrictions were imposed in conformity with the ignorant prejudice against colleges that made it so difficult to secure a charter of any kind. The first board of trustees consisted of the following persons:- John Drew, Samuel H. Thompson, James Riggin, Nicholas Horner, George Lowe, Robert Moore, Theophilus M. Nichols, Joshua Barnes, Samuel Stites, David L. West, Nathan Horner, Joseph Faulkes, Thornton Peoples, John S. Barger, Nathan M. McCurdy, Anthony W. Casad, and Benjamin Hypes. None of these men were very prominent in the state except Mr. Casad. He was well known as a pioneer preacher.

Dr. Akers was succeeded by the Reverend John Drew. In 1836 Annis Merrill, a graduate of the Wesleyan University of Connecticut was selected for the professorship of ancient languages. James W. Sutherland, a graduate of the same institution was given the chair of mathematics and philosophy. Up to this time there had been nothing in connection with the institution to justify the name "college", but with the arrival of Professors Merrill and Sutherland, this condition of affairs ceased to exist, and the institution became a college in fact as well as in name.

In September 1837, president Drew resigned and was suc-

ceeded by the Reverend John W. Merrill , and like him a graduate of Connecticut Wesleyan. Under his direction and the assistance of Professors Merrill and Sutherland, the college course was regularly organized. Thus as Illinois College may be said to be the offspring of Yale, and Shurtleff of Brown University, so may McKendree College be credited to the Connecticut Wesleyan.

The influence of the Wesleyan University of Connecticut is very easily seen in the course of study and organization of McKendree. The earliest accessible sources for this comparison were the Wesleyan catalogue of 1851, and the McKendree catalogue of 1869-70. In the first place the requirements for admission are practically the same. In the classical course, the candidate for admission to the Wesleyan must have read parts of Virgil, Cicero and Sallust, and must have worked through a Greek reader; At McKendree he must have read Caesar, Cicero, and Virgil and the Anabasis. Proficiency in the common branches was required in both cases.

For admission to the scientific course the requirements were the same with the exception of Greek and Latin; in both cases they could be omitted.

The organization into departments was practically the same as shown in the subjoined table.

Wesleyan.

McKendree

Mathematics and Astronomy

Mathematics and Astronomy.

Moral Science and Belles let-
ters.

Mental, Moral and Social Science.

Natural Science.

Physics and Natural History.

Greek language and literature.

Greek language and literature.

Latin and Hebrew language.

Latin language and literature.

Law.

English literature, Belles Letters
and Criticism.

Examining the courses of study many resemblances can be detected; the course leading to B.S. is to be done in three years of three terms each. Wesleyan offers some specialized courses that McKendree does not. In the classical course, six terms of Greek, and eight of latin are required in each college.

Turning to the sections dealing with the general subject of the relation of the students to the college and to each other, we find that McKendree is modelled exactly on the lines of the Wesleyan. They have the same regulations regarding the behavior of students, the same system of "merits" and "demerits" and the same system of reporting to parents. The regulations regarding examinations are exactly alike. In fact it is plain that most of the regulations are copied bodily from the Wesleyan catalogue, as the wording in the two catalogues is identical.

President Merrill feeling that the charter restricted the college to too narrow a field, began a movement to secure a new charter with more liberal provisions. In 1839, the bill came

before the legislature and was passed. This charter was granted under the title, "McKendree College", and not "MacKendrean" as it was in the first charter. Abraham Lincoln was at the time a member of the General Assembly. It seems that he took considerable interest in this bill, and was helpful in securing its passage. The charter contained a clause providing that it should not go into effect until it was accepted by the Board of Trustees of the "McKendrian College", and official notice of such action given to the Legislature. As soon as the bill was passed Mr. Lincoln urged Dr. T.B. Kavanaugh, Agent of the College, to hasten to Lebanon and secure action by the trustees lest some member of the Legislature discovering the largeness of the powers granted should move a reconsideration of the bill. Dr. Kavanaugh acted upon his advice and the charter was accepted at a called meeting of the Board of Trustees.

This charter provided that a department of theology might be established and thus marks the advance of a sentiment of toleration since the passage of the first charter only four years before.

In 1841, the first class was graduated. It consisted of seven young men; probably they were the first persons to receive college degrees from any Methodist institution west of the Alleghanies and north of the Ohio.

Dr. Merrill continued in the presidency until 1841 when he resigned it, and the Reverend James C. Finley, D.D. was elected to succeed him. Nothing of moment occurred during his administration and he resigned in 1845. For a second time Dr.

was called to the presidency which he held about one year.

In the spring of 1846 Dr. Akers resigned the presidency and the Reverend Erastus Wentworth, D.D. was selected to take his place. Some changes were made in the faculty at this time with the purpose of raising its standard. The first measure of the new faculty was the institution of a course of study leading to the degree, "Bachelor of Science". During all these years the college had been struggling along with a large debt and a small endowment. It was kept alive only by the self-sacrifice and devotion of its faculty, and the loyalty of a clientele necessarily limited in numbers. In 1854 a scheme for the endowment of the college through the sale of scholarships was devised and attempted. But it met with little better success than the first scheme tried at the founding of the college. In fact, Grovernor French after a careful examination, reported that the college had paid \$1.02 for every dollar it had received from the sale of these scholarships.

Another event of this period, (1846-1857) was the burning of the old college building in 1856. Like other Illinois Colleges, McKendree carried no insurance, and like them it was a heavy loser by the fire.

List of Presidents 1833 - 1857.

Peter Akers	1833 - 1835
John Drew	1835 - 1837
John W. Merrill	1837 - 1841
James C. Finley	1841 - 1845
Peter Akers	1845 - 1846

Erastus Wentowrth	1845 - 1850
Anson W. Cummings	1850 - 1852
Peter Akers	1852 - 1857

Literary Societies.

The young men of the college have two literary societies,- the Philomathian, founded in 1837, and the Platonian, founded in 1849.

Co-education.

Although women were irregularly admitted to classes during the period of the college, co-education was not formally undertaken until 1869.

KNOX COLLEGE.

In the month of February, 1837, "The Knox Manual Labor College" was incorporated by act of the Legislature of Illinois. Six other institutions of higher education were incorporated during this same session; of the whole number Knox is the only one that was organized. This institution is largely the result of the labors of the Reverend George W. Gale of Oneida, New York. Mr. Gale's whole life may be said to have been a preparation for the work of founding Knox College. He was born December 3, 1789. His father, Josiah Gale, was a native of Connecticut and the son of a Yorkshire emigrant. Josiah Gale is spoken of as, "a strong, resolute man" and as being, "liberal and public spirited". The son, George W. Gale, inherited these qualities in no small degree.

He grew up much as other boys do who spend their early years on a farm. Having a studious disposition he was sent to Union College at Schenectady, New York, where he graduated in 1813. He then entered the Princeton Theological Seminary, and received his diploma in 1816. He immediately took up the work of a missionary preacher in Jefferson County, New York. In 1823 on account of poor health he resigned his pastorate and went to Virginia where he spent several years. Returning to New York he settled in the village of Western, Oneida County, New York.

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The Life of Rev. Geo. W. Gale D.D. by Wm. Selden Gale.

Note.

The principal source of information is the Churchill Ms.

While he was not strong enough to undertake active pastorate duties, he still was deeply impressed with the importance of the ministry, and believed that the greatest need of the church was an "earnest, pious, educated ministry". He decided to do what he could to solve the problem of ministerial education: Oneida Institute was the result. His plan, briefly, was this; a college to be located on a farm, and workshops attached: all the students to be required to labor on the farm or in the shops three hours each day: the proceeds of the labor to be applied to the student's support: labor to be compulsory on all. In the seven years given to this undertaking, he erected good buildings, with suitable rooms for boarding and lodging, and instructing one hundred students, and establishing several workshops. Students who had trades were put to work in the shops; they paid their board, charged at cost, and received the proceeds of their labor. The rest were told off into classes of half a dozen each, under a "Monitor", and set to work on the farm. A farm superintendent arranged the work in concert with the "monitors". This method of paying the expenses of Oneida Institute was so successful that Dr. Gale thought he had made a discovery that would mark an era in the history of college education.

In 1834 Dr. Gale thought he saw another field where his ideas might be carried out on a wider scale, with even more complete success. A manual labor college required a larger endowment than any other by reason of the cost of its farm and workshops. Land well suited for the purpose in New York was

worth from seventy-five to one hundred dollars per acre. More productive land could be had in the West at one dollar and twenty five cents per acre. In this cheap land he thought he saw not only the opportunity to provide a college with a farm at a low cost, but the means of securing the endowment without a great cost to anyone.

Accordingly he issued a circular, in which he urged the necessity of increasing the means for ministerial education, and advanced the manual labor idea as a practical solution of the problem. His plan was as follows:- \$40,000 was to be raised by those interested in the work, a township of land was to be bought at government price, and then sold at an advance. A village was to be founded, and out of the proceeds of the sale of land an endowment fund was to be created.

This circular aroused considerable interest. On the sixth of May, 1835 a meeting of interested persons was held in Rome, New York. An "exploring committee", consisting of Nehemiah West, Thomas Gilbert and Reverend George W. Gale was appointed. This committee was to secure settlers and funds for the proposed colony.

After three months spent in traveling over Indiana and Illinois, the committee decided to recommend the "Military Tract", in Illinois, as affording the most desirable location. A purchasing committee was then appointed; this committee went to Knoxville, Knox County, Illinois and not far from there they located the tract of land which they afterwards entered. This tract embraced a little less than eleven thousand acres of land

and was paid for at the government price with money furnished by the subscribers, who in turn received from the college farm lots of eighty acres each, with tuition coupons good for twenty-five years instruction in the academy, the seminary or the college. The subscribers paid an average price of five dollars per acre for these lots. Not all of the eleven thousand acres were sold in this way, the title of a good part of it remaining in the college. Ten acres in the very heart of the future village were set aside as the college campus. Thus it happens that the college is in the midst of the business district of Galesburg at the present time.

The colonists, about forty families, arrived in the winter of 1836, and lived with the settlers in Henderson's Grove during the remainder of the winter. The group of cabins that they occupied was called the "log city", and here the preparatory department of Knox College was opened with Nehemiah Losey in charge. Mr. Losey had been a teacher in Oneida Institute and had been engaged to accompany the emigrants to their new home and assist in the founding of the college. At this time, it was February, 1837, the act incorporating "Knox Manual Training College" was passed by the Legislature. The college lands were conveyed by the committee in whose names they had been purchased, to the corporation, and from the college the settlers obtained their deeds.

This enterprise like the founding of Shurtleff, Illinois and McKendree was distinctively a religious movement. We have seen that in the first place, Dr. Gale's purpose was to found an institution at which needy young men might be educated for the ministry. That the colonists were influenced by religious motives is shown by the fact that at the meeting in Whitesboro where the purchase of the land was definitely settled upon, the entire forenoon was given to prayer and other religious exercises.

As soon as the weather permitted, three steam saw mills were erected to saw the lumber for the village which had already been christened "Galesburg", in honor of the man who stood at the head of the movement. An academy building was erected, and was opened for students late in the fall of 1838. About thirty pupils composed the first class under the instruction of Professor Losey. Soon after this the trustees appointed the Reverend Hiram Huntington Kellogg, D.D. president of the college.

^I Dr. Kellogg was born at Clinton, New York in 1803. He graduated at Hamilton College and afterwards at Auburn Theological Seminary. He immediately took up the work of education, opening a "Young Ladies Domestic Seminary" at Clinton, New York. This was the first attempt to unite the manual training of girls with scholastic instruction in this country. His experience in this institution, and his firm belief in the manual labor idea seemed to especially fit him to take up the work at

^I Encyc. of ILL. Biography.

Knox College. But his reputation as an outspoken opponent of the institution of slavery was a still stronger recommendation in the eyes of the Galesburg community. As an anti-slavery agitator he was ranked with Gerrit Smith, Beriah Green and the Tappans. He had cordially assisted Dr. Gale in the inception of the Knox College movement in the East and now in 1841 he left his school at Clinton to assume the presidency of Knox. On coming to Illinois he was warmly received by Owen Lovejoy, Ichabod Coddington and Dr. C.U. Dryer, all ardent abolitionists. A large part of his time was spent in lecturing and writing on the slavery issue, so that he was not actively engaged in the administration of the college much of the time. His connection seems to have been largely an advisory one. In 1845 he resigned the presidency and returned to Clinton, New York, where he resumed charge of the Clinton Seminary. He returned once more to Illinois in 1861 and engaged in preaching. He died at Mount Forest, Illinois, January 1, 1881.

At the same time that Dr. Kellogg was appointed president of the College, Dr. Gale received the appointment of Professor of rhetoric and moral philosophy, and Nehemiah H. Losey that of Professor of mathematics and natural sciences. In the fall of 1841, a class entered upon their freshman year, and the actual college instruction began.

It had been expected to organize the manual labor feature of the college on lines similar to those in use at the Oneida Institute. Accordingly the college trustees had opened a "college farm" and any student who desired to do so was allowed

to plant as many acres as he could cultivate and care for. But in an agricultural community, far from a large market, farm and garden produce was almost worthless to a student wholly dependent upon it for his support. The citizens of the village needed laborers to do almost all kinds of work and were anxious to employ students at fair wages. The result was that the scheme of manual labor as outlined by Dr. Gale was never carried into effect.

In 1842 a building designed for a ladies seminary was erected, but was used for some time as a boarding hall for the college students. In 1843 this building was burned. In 1844 the first building upon the college campus was erected.

When Dr. Kellogg resigned, he recommended for the presidency the Reverend Jonathan Blanchard, then pastor of the sixth Presbyterian Church in Cincinnati, Ohio. Mr. Blanchard was born in Rockingham, Vermont in 1811. He graduated in 1832 at Middlebury College, and then spent two years at Andover Theological Seminary. He finished his theological course at Lane Seminary in 1838. From the time of his graduation until being called to Knox he was pastor of the Sixth Presbyterian Church in Cincinnati. He was so outspoken in his opposition to the institution of slavery that he was soon recognized as a leader of the abolition sentiment in Ohio. In 1843 he was sent as a delegate to the second World's Anti-Slavery Convention that met in London. He acted as the American vice-President of that body. By his

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Encyc. of Ills. Biography.

opposition to slavery, intemperance, and other social evils, he had won the admiration of the Knox College colonists. He was duly elected president of the college and assumed the direction of its affairs in 1845. He remained in this office until 1858, when he resigned, and for two years was engaged in the ministry. In 1860 he was persuaded to accept the presidency of Wheaton college, which he held until 1882. Resigning at this time on account of advancing years he continued to hold the office of President Emeritus until the time of his death in 1892.

Many events of importance to the college transpired during President Blanchard's administration. On the twenty-fourth of June, 1846, the first class graduated, consisting of nine young men, who received their diplomas from his hand. About this time arose the question of denominational rights to the control of the college. While Dr. Gale and most of the other men who had been prominently associated with the movement were members of the Presbyterian church, still the institution was not legally connected with any official body of that church. During the administration of President Blanchard an attempt was made to establish such a relation, and thus to bring the institution under the care of the church. The trustees finally decided not to establish such a relation. The result has been that while Knox College has always stood emphatically for christian ideas and principles, it has never been denominational.

In 1846 a building for the preparatory department was erected. It was used until the land upon which it stood became

so valuable for business purposes that it was sold and new quarters provided. In 1857 the main college building and the Ladies Seminary were erected, at a cost of about \$80,000. ✓

As has been said, not all of the eleven thousand acres originally in the possession of the college was sold to the settlers. The remaining lands, by their sale, were to furnish the necessary endowment for the college. For many years in the early history of the institution, the interest on the money received from the land was insufficient to pay the running expenses. From 1844 to 1955, J.P. Williston of North Hampton, Massachusetts made annual donations amounting in the eleven years to \$8,000. During the same period, the Society for Promoting Collegiate and Theological Education in the West made annual contributions amounting in all to about \$6,000. In 1853 these contributions ceased, the college being thought strong enough to carry on its work without the help of the society. In 1853 Honorable Charles Phelps of Cincinnati gave to the college, eighteen quarter-sections of land, lying in Illinois, and worth at that time from \$12,000 to \$15,000. A proviso to the gift required that the land should not be sold until it reached the price of ten dollars per acre. In 1854 two railroads were built into Galesburg. A sharp advance in real estate followed, and the trustees took advantage of the fact and sold enough land to raise the total endowment to about \$400,000. This sale placed Knox far ahead of the other colleges in the state, so far as financial resources were concerned, and it fully justified the far-sighted sagacity of Dr. Gale and

his associates in securing possession of such large tracts of land. Since that time the college has received large gifts of land and money from various persons, prominent among whom are Henry Hitchcock and Dr. D.K. Pearsons.

President Blanchard was at the head of the institution for twelve years. He was a born leader, and a daring advocate of social reforms. The anti-slavery character that had been bestowed upon the college during the administration of Dr. Kellogg was deepened and extended by President Blanchard until like its older sister, Illinois College at Jacksonville, it became known as a champion of human freedom. His strong personality gave him great influence over the students, and after leaving the college, both in educational and other fields of work, he was a prominent figure for many years.

Co-Education.

The circular issued in 1835 by Dr. Gale, in which the plan of the college was outlined provided for the liberal education of young ladies, but in separate schools after the preparatory course. In 1845 the name of a young lady who had been permitted to recite in the freshman class, was printed as a member of the class in the annual catalogue. The authorities ordered the name stricken from the catalogue, so that it could not show that the college even leaned towards the educational heresy of co-education. In 1848 the ladies' course was organized under the superintendence of Professor H.E. Hitchcock, and in 1851 the first class of three young ladies was graduated. In a few years the classes of young ladies and gentlemen were allowed, as a matter of economy, to recite together in certain branches.

The number of such recitations rapidly increased, until in the sixties, the ladies were found pursuing the regular classical course with the gentlemen. In 1872 the first young ladies graduated from the college, since which event co-education has become a regular feature of the college.

Literary Societies.

Three literary societies are maintained by the students of Knox College;- the Adelphic, founded in May 1847, the Gnothautii, organized in November 1849; and the L.M.I., a society exclusively for young ladies, organized in November, 1861. ✓

Religious Influences.

The religious side of life always has been emphasized in this institution. The college and the church were organized at the same time, each working to help the other. Up to about 1870, it was a regular custom for the President to conduct a half hour of religious worship and instruction at the beginning of the school day. All students were required to attend these exercises.

At the very beginning of the college, a "Society of Religious Inquiry" was organized by the students, their purpose being to keep themselves informed on the plans of missionary work, and upon all the great moral and social questions of the day. This society corresponded, in purpose and methods, to the famous "Society of Inquiry" at Yale, from which the "Yale Band" came to found Illinois College.

Appendix.

Acts of Legislatures of Illinois Incorporating
Colleges and Universities 1827 -1852.

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|-----|---|-------|
| 1. | Franklin College | 1827 |
| 2. | Union College of Illinois | 1833. |
| 3. | Alton College of Illinois | 1833 |
| 4. | Alton College of Illinois | 1835 |
| 5. | Illinois College | " |
| 6. | McDonough College | 1836 |
| 7. | McKendreean College | 1835 |
| 8. | Jonesboro College | " |
| 9. | Knox College | 1837 |
| 10. | Belvidere College | " |
| 11. | Stonington College | " |
| 12. | Canton College | " |
| 13. | Saint Mary's College | " |
| 14. | Hanover College | " |
| 15. | Kane College | 1838 |
| 16. | Rock Island University | 1840 |
| 17. | Shiloh College | " |
| 18. | Fancy Farm College | 1841 |
| 19. | Literary & Medical College of the State of Illinois | 1843. |
| 20. | Rush Medical College | 1845 |
| 21. | Jubilee College | " |

22. Franklin Literary & Medical College 1845.
23. Farmer's College 1851.
24. Judson College 1852
- 25 Illinois State University 1852.

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The Shurtleff College manuscript was written at Alton, by President A.A.Kendrick, in 1890.

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The McKendree College Manuscript was written by President I. Villars at Lebanon in 1889.

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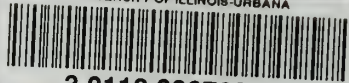
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